

Idaho K2MI - Scoring Sheet

NUMBER SENSE

Student Name _____ Date _____

Item	Skill	1	2	3	Teacher Comments:
1	Estimate Kindergarten				
2	Counting; 1-1 correspondence Kindergarten				
3	Rote counting backwards Kindergarten				
4	Name numbers Kindergarten				
5*	Problem solving Kindergarten				
6	Estimate 1 st Grade				
7	Counting; 1-1 correspondence 1 st Grade				
8	Compute basic addition 1 st Grade				
9	Compute basic subtraction 1 st Grade				
10	Read whole numbers up to 100 1 st Grade				
11	Recognize value and place value 1 st Grade				
12	Identify and state value of money 1 st Grade				
13*	Problem solving 1 st Grade				
14	Estimate 2 nd Grade				
15	Count variety of ways 2 nd Grade				
16	Order and compare numbers 2 nd Grade				
17	Add and subtract whole numbers 2 nd Grade				
18	Add two-digit numbers 2 nd Grade				
19	Knowledge of place value 2 nd Grade				
20	Count money 2 nd Grade				
21*	Problem solving 2 nd Grade				

Mark 1 to indicate an incorrect answer	Mark 2 to indicate a correct or mostly correct answer but apparent lack of understanding of the underlying standard.	Mark 3 to indicate correct answer and apparent understanding of underlying standard.
--	--	--

* Denotes an item that includes a problem-solving component

Idaho K2MI - Scoring Sheet

PATTERNS/ALGEBRAIC THINKING

Student Name _____ Date _____

Item #	Skill	1	2	3	Teacher Comments:
1	Replicate patterns Kindergarten				
2	Use appropriate vocabulary Kindergarten				
3	Extend pattern Kindergarten				
4	Sort and classify Kindergarten				
5*	Concept of “less than” Kindergarten				
6	Identify patterns 1 st Grade				
7	Use appropriate vocabulary 1 st Grade				
8	Demonstrate commutative prop. 1 st Grade				
9	Use appropriate operation 1 st Grade				
10	Compare numbers 1 st Grade				
11	Sort, classify 1 st Grade				
12	Identify rule, extend pattern 2 nd Grade				
13*	Arithmetic operations 2 nd Grade				
14	Create number sentence 2 nd Grade				
15	Create number sentence 2 nd Grade				
16	Compare numbers using symbols 2 nd Grade				

Mark 1 to indicate an incorrect answer	Mark 2 to indicate a correct or mostly correct answer but apparent lack of understanding of the underlying standard.	Mark 3 to indicate correct answer and apparent understanding of underlying standard.
--	--	--

* Denotes an item that includes a problem-solving component

Idaho K2MI - Scoring Sheet

PRINCIPLES OF GEOMETRY

Student Name _____

Date _____

Item #	Skill	1	2	3	Teacher Comments:
1	Name 2-dimensional shapes Kindergarten				
2	Understand positional words Kindergarten				
3	Recognize 3-dimensional shapes Kindergarten				
4	Recognize 3-dimensional shapes 1 st Grade				
5	Build shape on geoboard 1 st Grade				
6	Recognize symmetry 1 st Grade				
7	Draw figures 1 st Grade				
8	Name and compare shapes 2 nd Grade				
9	Name 3-dimensional shapes 2 nd Grade				
10	Draw symmetry 2 nd Grade				
11*	Make 3 sided figures 2 nd Grade				

Mark 1 to indicate an incorrect answer	Mark 2 to indicate a correct or mostly correct answer but apparent lack of understanding of the underlying standard.	Mark 3 to indicate correct answer and apparent understanding of underlying standard.
--	--	--

* Denotes an item that includes a problem-solving component

Idaho K2MI - Scoring Sheet

DATA ANALYSIS AND PROBABILITY **Student Name** _____ **Date** _____

Item #	Skill	1	2	3	Teacher Comments:
1	Interpret graph Kindergarten				
2	Probability Kindergarten				
3*	Construct and interpret graph Kindergarten				
4	Interpret graph 1 st Grade				
5	Interpret tally graph 1 st Grade				
6	Probability 1 st Grade				
7	Interpret, predict, record results 2 nd Grade				
8	Probability 2 nd Grade				
9	Interpret graphs 2 nd Grade				

Mark 1 to indicate an incorrect answer	Mark 2 to indicate a correct or mostly correct answer but apparent lack of understanding of the underlying standard.	Mark 3 to indicate correct answer and apparent understanding of underlying standard.
--	--	--

* Denotes an item that includes a problem-solving component

Idaho K2MI - Scoring Sheet

MEASUREMENT

Student Name _____ Date _____

Item #	Skill	1	2	3	Teacher Comments:
1	Use tallest, shortest Kindergarten				
2	Measure with nonstandard units Kindergarten				
3	Measure time w/calendar Kindergarten				
4	Less and greater than Kindergarten				
5*	Problem solving w/clock 1 st Grade				
6	Measure time 1 st Grade				
7*	Estimate temperature 1 st Grade				
8	Measure time w/calendar 1 st Grade				
9	Use ruler – standard 2 nd Grade				
10	Use ruler – metric 2 nd Grade				
11	Read temperature 2 nd Grade				
12*	Elapsed Time 2 nd Grade				
13	Write time 2 nd Grade				
14	Measure time w/calendar 2 nd Grade				

Mark 1 to indicate an incorrect answer

Mark 2 to indicate a correct or mostly correct answer but apparent lack of understanding of the underlying standard.

Mark 3 to indicate correct answer and apparent understanding of underlying standard.

* Denotes an item that includes a problem-solving component